**Video Critique**

I stated that the Boston Massacre was the focus of the day’s lesson and reminded the students that the current unit was on the causes of the American Revolution. I had the PowerPoint on my flash drive and we each had a copy in our e-mail. We had made it a point to load the videos before class to avoid delays in the lesson. We used the smart board to show our PowerPoint and videos. Several of the students’ informal assessment surveys stated that the PowerPoint, videos, and images were helpful. The videos bookended the Boston Massacre material very well, making sure that the students were presented with the information multiple times.

Brent and I work well together, but one of us should have walked among the students while the other was speaking. We need to keep our hands out of our pockets and be more mindful of our postures. We should also speak a little louder. Mr. Fuller was very helpful bringing up the videos and jumped in to clarify that the first video was a reenactment, not live footage. Later, he pointed out that many people at the time were illiterate, so Paul Revere’s painting was very effective propaganda.

I felt pretty comfortable, especially after we started the lesson. I never feel as anxious addressing students as I do when I am speaking in front of peers, but even in front of peers I feel at ease once I begin as long as I am comfortable with the content that I am presenting. I thought the lesson went very well as a whole, and the student surveys showed that most of the students learned the key ideas from our Boston Massacre lesson. A few of the students started talking out of turn during the presentation, but I said, “Hey, guys,” and they stopped. I also had to remind some of the students to raise their hands during the lesson, and they resumed raising their hands before they answered questions.

We were able to formatively assess student learning by asking questions throughout the lesson. Unfortunately this did not allow us to assess students that did not participate in the discussions. We gave immediate feedback to students on whether their answers were incorrect, close, or correct. We also elaborated on student answers when necessary. In the future I need to remember to restate students’ correct answers to make sure that the whole class can hear. The students also had two written assignments on the same material that were supposed to have been completed during Mr. Fuller’s absence.

Based on watching the video and feedback from Mr. Fuller and from Mr. Sievek the next period, there are several things I will change for future lessons. I need to take advantage of opportunities to relate the material to current events and student lives to make the material more relatable and meaningful to students. I mentioned last summer’s Norway shooting in relation to massacres, but I also should have tied in the Occupy Wall Street movement and the Arab Spring to the section on forms of protest. I should have asked for a show of hands on the riot versus massacre question so that even students that did not want to speak could participate. I need to keep a sharper eye out for students that do not usually raise their hands so that I can call on them on the rare occasion that they do want to participate. I should watch students instead of the video. I also should have pointed out that the video was a reenactment and that there was no video or photography back then.

I developed professional relationships with Mr. Fuller and his two substitutes, Mr. Idso and Ms. Smith. I also got to know the paraprofessional, Cindy, fairly well. I always stopped to chat with the women who work at the reception desk, but I cannot currently remember their names. I had met Mr. Arzdorf from the room next door when he came into the restaurant where I work, so I always made a point to say hello to him and was able to sit in on his second period Global Studies class on my last day. I unfortunately never had the opportunity to meet the principal or any other administrators. I am sure that will change when I student teach next semester.